



WRITING CONTINUUM

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none">Relies primarily on pictures to convey meaning.Begins to label and add “words” to pictures.Writes first name.Demonstrates awareness that print conveys meaning.Makes marks other than drawing on paper (scribbles).Writes random recognizable letters to represent words.Tells about own pictures and writing.	<ul style="list-style-type: none">Uses pictures and print to convey meaning.Writes words to describe or support pictures.Copies signs, labels, names, and words (environmental print).Demonstrates understanding of letter/sound relationship.Prints with upper case letters.Matches letters to sounds.Uses beginning consonants to make words.Uses beginning and ending consonants to make words.Pretends to read own writing.Sees self as writer.Takes risks with writing.	<ul style="list-style-type: none">Writes 1-2 sentences about a topic.Writes names and familiar words.Generates own ideas for writing.Writes from top to bottom, left to right, and front to back.Intermixes upper and lower case letters.Experiments with capitals.Experiments with punctuation.Begins to use spacing between words.Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.Spells words on the basis of sounds without regard for conventional spelling patterns.Uses beginning, middle, and ending sounds to make words.Begins to read own writing.	<ul style="list-style-type: none">Writes several sentences about a topic.Writes about observations and experiences.Writes short nonfiction pieces (simple facts about a topic) with guidance.Chooses own writing topics.Reads own writing and notices mistakes with guidance.Revises by adding details with guidance.Uses spacing between words consistently.Forms most letters legibly.Writes pieces that self and others can read.Uses phonetic spelling to write independently.Spells simple words and some high frequency words correctly.Begins to use periods and capital letters correctly.Shares own writing with others.	<ul style="list-style-type: none">Writes short fiction and poetry with guidance.Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance.Writes with a central idea.Writes using complete sentences.Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance.Begins to recognize and use interesting language.Uses several prewriting strategies (e.g., web, brainstorm) with guidance.Listens to others’ writing and offers feedback.Begins to consider suggestions from others about own writing.Adds description and detail with guidance.Edits for capitals and punctuation with guidance.Publishes own writing with guidance.Writes legibly.Spells most high frequency words correctly and moves toward conventional spelling.Identifies own writing strategies and sets goals with guidance.
Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none">Writes about feelings and opinions.Writes fiction with clear beginning, middle, and end.Writes poetry using carefully chosen language with guidance.Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance.Begins to use paragraphs to organize ideas.Uses strong verbs, interesting language, and dialogue with guidance.Seeks feedback on writing.Revises for clarity with guidance.Revises to enhance ideas by adding description and detail.Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance.Edits for punctuation, spelling, and grammar.Publishes writing in polished format with guidance.Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.Uses commas and apostrophes correctly with guidance.Uses criteria for effective writing to set own writing goals with guidance.	<ul style="list-style-type: none">Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies).Develops stories with plots that include problems and solutions with guidance.Creates characters in stories with guidance.Writes poetry using carefully chosen language.Begins to experiment with sentence length and complex sentence structure.Varies leads and endings with guidance.Uses description, details, and similes with guidance.Uses dialogue with guidance.Uses a range of strategies for planning writing.Adapts writing for purpose and audience with guidance.Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance.Incorporates suggestions from others about own writing with guidance.Edits for punctuation, spelling, and grammar with greater precision.Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance.Develops criteria for effective writing in different genres with guidance.	<ul style="list-style-type: none">Writes persuasively about ideas, feelings, and opinions.Creates plots with problems and solutions.Begins to develop the main characters and describe detailed settings.Begins to write organized and fluent nonfiction, including simple bibliographies.Writes cohesive paragraphs including reasons and examples with guidance.Uses transitional sentences to connect paragraphs.Varies sentence structure, leads, and endings.Begins to use descriptive language, details, and similes.Uses voice to evoke emotional response from readers.Begins to integrate information on a topic from a variety of sources.Begins to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions).Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently.Selects and publishes writing in polished format independently.Begins to use complex punctuation (e.g., commas, colons, semicolons, quotation marks) appropriately.Begins to set goals and identify strategies to improve writing in different genres.	<ul style="list-style-type: none">Writes in a variety of genres and forms for different audiences and purposes independently.Creates plots with a climax.Creates detailed, believable settings and characters in stories.Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format.Writes cohesive paragraphs including supportive reasons and examples.Uses descriptive language, details, similes, and imagery to enhance ideas independently.Begins to use dialogue to enhance character development.Incorporates personal voice in writing with increasing frequency.Integrates information on a topic from a variety of sources independently.Constructs charts, graphs, and tables to convey information when appropriate.Uses prewriting strategies effectively to organize and strengthen writing.Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently.Includes deletion in revision strategies.Incorporates suggestions from others on own writing independently.Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy.	<ul style="list-style-type: none">Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format.Writes cohesive, fluent, and effective poetry and fiction.Uses a clear sequence of paragraphs with effective transitions.Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing).Weaves dialogue effectively into stories.Develops plots, characters, setting, and mood (literary elements) effectively.Begins to develop personal voice and style of writing.Revises through multiple drafts independently.Seeks feedback from others and incorporates suggestions in order to strengthen own writing.Publishes writing for different audiences and purposes in polished format independently.Internalizes writing process.Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently.Writes with confidence and competence on a range of topics independently.Perseveres through complex or challenging writing projects independently.Sets writing goals independently by analyzing and evaluating own writing.



Types of Texts



Content and Traits



Process



Mechanics and Conventions



Attitude and Self-Evaluation